



Early Childhood Longitudinal Study Data Products and Publications

This bibliography is intended to be a resource for researchers and policy makers who are interested in accessing ECLS data and findings. It includes existing NCES data products and publications as well as works conducted by outside researchers (i.e., books, articles published in peer-reviewed journals, and dissertations). This bibliography is not exhaustive. No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

Readers are invited to send citations of other published work featuring ECLS data to ECLS@ed.gov.

Data Products

(organized by year, public-use products before restricted-use products)

2006

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-B Longitudinal 9-Month–2-Year Restricted-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2006-044). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Fifth Grade Restricted-Use Data File and Electronic Codebook* (CD-ROM) (NCES 2006-033). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Fifth Grade Public-Use Data File and Electronic Codebook* (CD-ROM) (NCES 2006-034). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Longitudinal Kindergarten-Fifth Grade Public-Use Data File and Electronic Codebook* (CD-ROM) (NCES 2006-035). Washington, DC: Author.

2004

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-B 9-month Restricted-Use Data File* (CD-ROM) (NCES 2004-093). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K, Base Year Public-Use Data File, Kindergarten Class of 1998-99: Data Files and Electronic Code Book (Child, Teacher, School Files), and User's Manual* (CD-ROM) (NCES 2001-029 rev). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Longitudinal Kindergarten-Third Grade Public-Use Data File* (CD-ROM) (NCES 2004-089). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Third Grade Public-Use Data File* (CD-ROM) (NCES 2004-002). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Third Grade Restricted-Use Child File* (CD-ROM) (NCES 2003-002). Washington, DC: Author.

2002

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K First Grade Public-Use Child File* (NCES 2002-134 [CD-ROM] and NCES 2002-135 [user's manual]). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K First Grade Restricted-Use Child File* (CD-ROM and user's manual) (NCES 2002-127). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K Longitudinal Kindergarten-First Grade Public-Use Child File* (NCES 2002-148 [CD-ROM] and NCES 2002-149 [user's manual]). Washington, DC: Author.

2001

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Public-Use Child File* (CD-ROM and user's manual) (NCES 2001-029). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Salary and Benefits File* (CD-ROM and user's manual) (NCES 2001-014). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Student Records Abstract File* (CD-ROM and user's manual) (NCES 2001-016). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Special Education Child File* (CD-ROM and user's manual) (NCES 2001-015). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Head Start File* (CD-ROM and user's manual) (NCES 2001-025). Washington, DC: Author.

2000

U.S. Department of Education, National Center for Education Statistics. (2000). *ECLS-K Base Year Restricted-Use Child File* (CD-ROM and user's manual) (NCES 2000-097). Washington, DC: Author.

National Center for Education Statistics Reports and Publications

(organized by year, alphabetically within year)

2007

Holt, E.W., McGrath, D.J., and Herring, W.L. (2007). *Timing and Duration of Student Participation in Special Education in the Primary Grades* (NCES 2007-043). Washington, DC: National Center for Education Statistics.

2006

Avenilla, F., Rosenthal, E., and Tice, P. (2006). *Fathers of U.S. Children Born in 2001: Findings from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), E.D. Tab* (NCES 2006-002). Washington, DC: National Center for Education Statistics.

Guarino, C., Hamilton, L., Lockwood, J., and Rathbun, A. (2006). *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners* (NCES 2006-031). Washington, DC: National Center for Education Statistics.

Kienzl, G., Boachie-Ansah, G., Lanahan, L., and Hold, E. (2006). *Arts Instruction of Public School Students in the First and Third Grades* (NCES 2006-099). Washington, DC: National Center for Education Statistics.

Lanahan, L., Princiotta, D., and Enyeart, C. (2006). *Instructional Focus in First Grade* (NCES 2006-056). Washington, DC: National Center for Education Statistics.

Malone, L., West, J., Flanagan, K., and Park, J. (2006). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2006-064). Washington, DC: National Center for Education Statistics.

Mulligan, G., and Flanagan, K. (2006). *Age 2: Findings From the 2-Year-Old Follow-up of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), E.D. Tab* (NCES 2006-043). Washington, DC: National Center for Education Statistics.

Princiotta, D., Flanagan, K., and Germino Hausken, E. (2006). *Fifth Grade: Findings From the Fifth-Grade Follow-up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99* (NCES 2006-038). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Tan, A.G., and Hoffman, C.M. (2006). *Digest of Education Statistics, 2005*. (NCES 2006-030). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Nord, C., Lê, T., Pollack, J.M., and Atkins-Burnett, S. (2006). *ECLS-K: Combined User's Manual for the ECLS-K Fifth-Grade Data Files and Electronic Codebooks* (NCES 2006-032). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly, 7(1&2)* (NCES 2006-614). Washington, DC: Author.

2005

Andreassen, C., Fletcher, P., and West, J. (2005). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the 9-Month Data Collection (2001-02): Volume 1: Psychometric Characteristics* (NCES 2005-100). Washington, DC: National Center for Education Statistics.

Bethel, J., Green, J.L., Nord, C., Kalton, G., and West, J. (2005). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the 9-Month Data Collection (2001-02): Volume 2: Sampling* (NCES 2005-147). Washington, DC: National Center for Education Statistics.

Flanagan, K.D., and Park, J. (2005). *American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-116). Washington, DC: National Center for Education Statistics.

Pollack, J., Atkins-Burnett, S., Najarian, M., and Rock, D. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for the Fifth Grade* (NCES 2006-036rev). Washington, DC: National Center for Education Statistics.

Pollack, J., Atkins-Burnett, S., Rock, D., and Weiss, M. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Psychometric Report for the Third Grade* (NCES 2005-062). Washington, DC: National Center for Education Statistics.

Rosenthal, E., Rathbun, A., and West, J. (2005). *Regional Differences in Kindergartners' Early Education Experiences* (NCES 2005-099). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Brick, M., Byrne, L., Lê, T., Nord, C., West, J., and Germino Hausken, E. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Third Grade Methodology Report* (NCES 2005-018). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Lê, T., and Nord, C. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Fifth Grade Methodology Report* (NCES 2006-037). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly, 6(1&2)* (NCES 2005-611). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly, 6(3)* (NCES 2005-612). Washington, DC: Author.

2004

Flanagan, K.D., and West, J. (2004). *Children Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). Washington, DC: National Center for Education Statistics.

Germino Hausken, E., Walston, J., and Rathbun, A. (2004). *Kindergarten Teachers: Public and Private School Teachers of the Kindergarten Class of 1998-99* (NCES 2004-060). Washington, DC: National Center for Education Statistics.

Livingston, A., and Wirt, J. (2004). *The Condition of Education in Brief 2004* (NCES 2004-076). Washington, DC: National Center for Education Statistics.

Meyer, D., Princiotta, D., and Lanahan, L. (2004). *The Summer After Kindergarten: Children's Activities and Library Use by Socioeconomic Status* (NCES 2004-037). Washington, DC: National Center for Education Statistics.

Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004-007). Washington, DC: National Center for Education Statistics.

Walston, J., and West, J. (2004). *Full-Day and Half-Day Kindergarten in the United States: Findings From the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99* (NCES 2004-078). Washington, DC: National Center for Education Statistics.

2003

Denton, K., West, J., and Walston, J. (2003). *Reading—Young Children's Achievement and Classroom Experiences* (NCES 2003-070). Washington, DC: National Center for Education Statistics.

Prakash, N., West, J., and Denton, K. (2003). *Schools' Use of Assessment for Kindergarten Entrance and Placement: 1998-99* (NCES 2003-004). Washington, DC: National Center for Education Statistics.

Rathbun, A.H., and West, J. (2003). *Young Children's Access to Computers in the Home and at School in 1999 and 2000* (NCES 2003-036). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2003). *Education Statistics Quarterly, 5(1)* (NCES 2003-607). Washington, DC: Author.

Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., and Tobin, R. (2003). *The Condition of Education, 2003* (NCES 2003-067). Washington, DC: National Center for Education Statistics.

2002

Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade* (NCES 2002-125). Washington, DC: National Center for Education Statistics.

Snyder, T.D., and Hoffman, C.M. (2002). *Digest of Education Statistics, 2002* (NCES 2003-060). Washington, DC: National Center for Education Statistics.

Rock, D., and Pollack, J. (2002). *Early Childhood Longitudinal Study—Kindergarten Class of 1998-99 (ECLS-K) Psychometric Report for Kindergarten through First Grade* (NCES 2002-05). Washington, DC: National Center for Education Statistics.

2001

Atkins-Burnett, S., and Meisels, S. (2001). *Measures of Socio-Emotional Development in Middle Childhood* (NCES 2001-03). Washington, DC: National Center for Education Statistics.

Denton, K.L., West, J., and Reaney, L.M. (2001). *The Kindergarten Year: Findings From the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99* (NCES 2001-023). Washington, DC: National Center for Education Statistics.

Greene, A., Halle, T., LeMenestrel, S., and Moore, K. (2001). *Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B* (NCES 2001-02). Washington, DC: National Center for Education Statistics.

Zill, N., and West, J. (2001). *Entering Kindergarten: Findings From The Condition of Education 2000* (NCES 2001-035). Washington, DC: National Center for Education Statistics.

2000

West, J., Denton, K., and Germino Hausken, E. (2000). *America's Kindergartners* (NCES 2000-070). Washington, DC: National Center for Education Statistics.

1999

Brimhall, D.W., Reaney, L.M., and West, J. (1999). *Participation of Kindergartners Through Third-Graders in Before- and After-School Care* (NCES 1999-013). Washington, DC: National Center for Education Statistics.

Moore, K. (1999). *A Birth Cohort Study: Conceptual and Design Considerations and Rationale* (NCES 1999-001). Washington, DC: National Center for Education Statistics.

1998

Snyder, T., and Wirt, J. (1998). *The Condition of Education, 1998* (NCES 1998-013). Washington, DC: National Center for Education Statistics.

1997

Green, P., Hoogstra, L., Ingels, S., Greene, H., and Marnell, P. (1997). *Formulating a Design for the ECLS: A Review of Longitudinal Studies* (NCES 9724). Washington, DC: National Center for Education Statistics.

Love, J., Meckstroth, A., and Sprachman, S. (1997). *Working Paper: Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs* (NCES 9736). Washington, DC: National Center for Education Statistics.

1996

Meisels, S., Atkins-Burnett, S., and Nicholson, J. (1996). *Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning in Young Children* (NCES 9618). Washington, DC: National Center for Education Statistics.

Perry, N., and Meisels, S. (1996). *How Accurate Are Teacher Judgments of Students' Academic Performance?* (NCES 9608). Washington, DC: National Center for Education Statistics.

Books^{*}

(organized by year)

O'Connell, A.A. (2006). *Logistic Regression Models for Ordinal Response Variables. Quantitative Applications in the Social Sciences*. Thousand Oaks, CA: Sage Publications.

Levitt, S., and Dubner, S. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: Harper Collins Publishers.

Rothstein, R. (2004). *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. Washington, DC: Economic Policy Institute.

Barbarin, O. (2002). African American Males in Kindergarten. In J.U. Gordon (Ed.), *The African American Male in American Life and Thought* (pp. 1-12). New York, NY: Nova Science.

Lee, V., and Burkam, D. (2002). *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*. Washington, DC: Economic Policy Institute.

^{*} No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

National Research Council, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. (2001). *Eager to Learn: Educating Our Preschoolers*. Washington, DC: National Academy Press.

Articles and Other Publications^{*}

(organized by year, alphabetically within year)

In press

Barrueco, S., Lopez, M., and Miles, J. (in press). Parenting Behaviors in the First Year of Life: A National Examination of Latinos and Other Cultural Groups. *Latinos and Education*, 6(3).

Bartkowski, J., Xu, X. and Levin, M. (in press). Religion and Child Development: Evidence from the Early Childhood Longitudinal Study. *Social Science Research*.

Beaver, K.M., and Wright, J.P. (in press). Evaluating the Effects of Birth Complications on Low Self-Control Using a Sample of Twins. *International Journal of Offender Therapy and Comparative Criminology*.

Brunsma, D.L. (in press). Interracial Families and the Racial Identification of Mixed-Race Children: Evidence From the Early Childhood Longitudinal Study. *Social Forces*.

Croninger, R.G., Rice, J.K., Rathbun, A., and Nishio, M. (in press). Teacher Qualifications and Early Learning: Effects of Certification, Degree, and Experience on First-Grade Student Achievement. *Economics of Education Review*.

Hong, G., and Raudenbush, S.W. (in press). Evaluating Kindergarten Retention Policy: A Case Study of Causal Inference for Multi-level Observational Data. *Journal of the American Statistical Association*.

Jensen, B. (in press). The Relationship Between Spanish-Use in the Classroom and the Mathematics Achievement of Spanish-Speaking Kindergartners. *Journal of Latinos and Education*, 6(3).

Judge, S. and Jahns, L. (in press). Association of Overweight with Academic Performance and Social and Behavioral Problems: An Update from the Early Childhood Longitudinal Study. *Journal of School Health*.

Marks, A. K. and Coll, G. (in press). Psychological and Demographic Correlates of Early Academic Skill Development Among American Indian and Alaska Native Youth: A Growth Modeling Study. *Developmental Psychology*.

2007

DeCicca, P. (2007). *Does Full-Day Kindergarten Matter? Evidence from the First Two Years of Schooling*. *Economics of Education Review*, 26(1): 67-82.

Jacknowitz, A., Novillo, D., and Tiehen, L. (2007). Special Supplemental Nutrition Program for Woman, Infants, and Children and Infant Feeding Practices. *Pediatrics*, 119(2): 281-289.

^{*} No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

Loeb, S., Bridges, M., Bassok, D., Fuller, B., and Rumberger, R. (2007). How Much is Too Much? The Influence of Preschool Centers on Children's Social and Cognitive Development. *Economics of Education Review*, 26(1): 52-66.

Magnuson, K., Ruhm, C., and Waldfogel, J. (2007). The Persistence of Preschool Effects: Do Subsequent Classroom Experiences Matter? *Early Childhood Research Quarterly*, 22(1): 18-38.

Von Hippel, P., Powell, B., Downey, D., and Rowland, N. (2007). The Effect of School on Overweight in Childhood: Gain in Body Mass Index During the School Year and During Summer Vacation. *American Journal of Public Health*, 97(4): 696-702.

2006

Cabrera, N., Shannon, J., West, J. and Brooks-Gunn, J. (2006). Parental Interactions With Latino Infants: Variation by Country of Origin and English Proficiency. *Child Development*, 77(5): 1190-1207.

Cannon, J., Jacknowitz, A., and Painter, G. (2006). Is Full Better Than Half? Examining the Longitudinal Effects of Full-Day Kindergarten Attendance. *Journal of Policy Analysis and Management*, 25(2): 299-321.

Chatterji, M. (2006). Reading Achievement Gaps, Correlates, and Moderators of Early Reading Achievement: Evidence From the Early Childhood Longitudinal Study (ECLS) Kindergarten to First Grade Sample. *Journal of Educational Psychology*, 98(3): 489-507.

Datar, A. (2006). Does Delaying Kindergarten Entrance Give Children a Head Start? *Economics of Education Review*, 25(1): 43-62.

Datar, A. (2006). The Impact of Kindergarten Entrance Age Policies on the Childcare Needs of Families. *Journal of Policy Analysis and Management*, 25(1): 129-151.

Datar, A., and Sturm, R. (2006). Childhood Overweight and Elementary School Outcomes. *International Journal of Obesity*, 30: 1449-1460.

Garcia, E.E., Jensen, B., and Cuellar, D. (2006). Early Academic Achievement of Hispanics in the United States: Implications for Teacher Preparation. *The New Educator*, 2: 123-147.

Huang Z., Wong F., Ronzio C., and Yu, S. (2006). Depressive Symptomatology and Mental Health Help-Seeking Patterns of U.S. - and Foreign-Born Mothers. *Maternal and Child Health Journal*.

Judge, S., Puckett, K., and Bell, S. (2006). Closing the Digital Divide: An Update from the Early Childhood Longitudinal Study. *The Journal of Education Research*, 100(1): 52-60.

Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J., and Meisels, S.J. (2006). Full-Day Versus Half-Day Kindergarten: In Which Program Do Children Learn More? *American Journal of Education*, 112(2): 163-208.

McCoach, D.B., O'Connell, A.A., Reis, S.M., and Levitt, H.A. (2006). Growing Readers: A Hierarchical Linear Model of Children's Reading Growth During the First 2 Years of School. *Journal of Educational Psychology*, 98(1): 14-28.

McCoach, D.B., O'Connell, A.A., and Levitt, H. (2006). Ability Grouping Across Kindergarten Using an Early Childhood Longitudinal Study. *Journal of Educational Research*, 99(6): 339-346.

2005

Chen, A., and Zhu, W. (2005). Personal and Environmental Influences on Kindergarten Children's Interest in Physical Activity. *Journal of Physical Activity and Health*, 2: 1-15.

Hong, G., and Raudenbush, S.W. (2005). Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics. *Educational Evaluation and Policy Analysis*, 27(3): 205-224.

Judge, S. (2005). Impact of Computer Technology on Academic Achievement of Young African American Children. *Journal of Research in Childhood Education*, 20(2): 149-168.

Judge, S. (2005). Resilient and Vulnerable At-risk Children: Protective Factors Affecting Early School Competence. *Journal of Children and Poverty*, 11(2): 149-168.

Kaplan, D. (2005). A Stage-Sequential Model of Reading. *Journal of Educational Psychology*, 97(4): 551-563.

Nelson, R.F. (2005). The Impact of Ready Environments on Achievement in Kindergarten. *Journal of Research in Childhood Education*, 19(3): 214-220.

Park, J., Hogan, D., and D'Ottavi, M. (2005). Grandparenting Children with Special Needs. *Annual Review of Gerontology and Geriatrics*, 24: 120-149.

Sturm, R., and Datar, A. (2005). Weight Gain in Elementary School Children and Metropolitan Area Food Prices. *Public Health*, 119(12): 1059-1068.

2004

Datar, A., and Sturm, R. (2004). Childhood Overweight and Parent and Teacher-Reported Behavior Problems: Evidence From a Prospective Study of Kindergartners. *Archives of Pediatrics and Adolescent Medicine*, 158: 804-810.

Datar, A., and Sturm, R. (2004). Physical Education in Elementary School and Body Mass Index: Evidence From the Early Childhood Longitudinal Study. *American Journal of Public Health* 94(9): 1501-1506.

Datar, A., Sturm, R., and Magnabosco, J. (2004). Childhood Overweight and Academic Performance: National Study of Kindergartners and First-Graders. *Obesity Research*, 12: 58-68.

Downey, D.B., von Hippel, P.T., and Broh, B. (2004). Are Schools the Great Equalizer? School and Non-School Sources of Inequality in Cognitive Skills. *American Sociological Review*, 69(5): 613-635.

Fryer, R., and Levitt, S. (2004). Understanding the Black-White Test Score Gap in the First Two Years of School. *The Review of Economics and Statistics*, 86(2): 447-464.

Judge, S., Puckett, K., and Cabuk, B. (2004). Digital Equity: New Findings From the Early Childhood Longitudinal Study. *Journal of Research on Technology in Education*, 36(4): 383-396.

Nelson, R.F. (2004). The Transition to Kindergarten. *Early Childhood Education Journal*, 32(3): 187-190.

Xue, Y., and Meisels, S.J. (2004). Early Literacy Instruction and Children's Learning in Kindergarten: Evidence From the Early Childhood Longitudinal Study—Kindergarten Class of 1998-99. *American Educational Research Journal*, 41(1): 191-229.

2003

Arnold, D., and Doctoroff, G. (2003). The Early Education of Socioeconomically Disadvantaged Children. *Annual Review of Psychology*, 54: 517-545.

Bacharach, V., and Baumeister, A. (2003). Child Care and Severe Externalizing Behavior in Kindergarten Children. *Journal of Applied Developmental Psychology*, 23: 527-537.

Hogan, D.P., Park, J., and Holder, K.A. (2003). *The Survey Measurement of Learning Disability and Its Implications for Social Research*. Paper prepared for the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.

Lin, H.L., Lawrence, F., and Gorrell, J. (2003). Kindergarten Teachers' View of Children's Readiness for School. *Early Childhood Research Quarterly*, 18(2): 225-237.

Winicki, J., and Jemison, K. (2003). Food Insecurity and Hunger in the Kindergarten Classroom: Its Effect on Learning and Growth. *Contemporary Economic Policy*, 21 (2): 145.

2002

Apodaca-Tucker, M., and Slate, J. (2002). School-Based Management: Views From Public and Private Elementary School Principals. *Education Policy Analysis Archives* 10 (23). Retrieved [May 31, 2006] from <http://epaa.asu.edu/epaa/v10n23.html>.

Kaplan, D. (2002). Methodological Advances in the Analysis of Individual Growth With Relevance to Education Policy. *Peabody Journal of Education*, 77(4): 189-215.

Ritter, G.W., Rush, A., and Rush, J. (2002). How Might School Choice Affect Racial Integration in Schools? New Evidence From the ECLS-K. *Georgetown Public Policy Review*, 7(2): 125-136.

Dissertations*

(organized by year, alphabetically within year)

2006

Campbell, B.V. (2006). *Parental Involvement as an Explanation of Mathematics and Reading Achievement in Kindergarteners*. Doctoral dissertation, North Carolina State University.

Kessenich, A.T. (2006). *The Impact of Parenting Practices and Early Childhood Curricula on Children's Academic Achievement and Social Competence*. Doctoral dissertation, The University of Maryland, College Park.

Lahaie, C. (2006). *The Impact of Parental Involvement on the Educational Achievement of Children of Immigrants*. Doctoral dissertation, Columbia University.

McNulty, C. (2006). *Incremental Validity of Kindergarten Teachers' Ratings in Predicting Children's Subsequent Academic Skills Using the Early Childhood Longitudinal Study-Kindergarten*. Doctoral dissertation, The Pennsylvania State University.

Nores, M. (2006). *Gaps in Early Childhood Attainment: Learning A, B, Cs. Analysis of the 1998 Cohort*. Doctoral dissertation, Columbia University.

Rippeyoung, P.L.F. (2006). *Is it too Late Baby? Pinpointing the Emergence of a Black-White Test Score Gap in Infancy*. Doctoral dissertation, The University of Iowa.

Robinson, K. D. (2006). *Achievement Inequity Across K-12 Schooling*. Doctoral dissertation, University of Michigan.

Smith, P.J. (2006). *Inequality and Infant Health: A Multilevel Approach to Disentangling Correlates of Metropolitan/Nonmetropolitan Disparities in Low Birth Weight Infants*. Doctoral dissertation, The Pennsylvania State University.

Thomas, D. (2006). *The Impact of Conduct on Fifth Grade African-American Males*. Doctoral dissertation, The University of Southern Mississippi.

Wereley, M.E. (2006). *Failure at the First Gate: An Analysis of Selected Factors That Influence the Decision To Retain Kindergarten Students*. Doctoral dissertation, Columbia University Teachers College.

Yesil-Dagli, U. (2006). *The Effects of Kindergarten Entrance Age on Children's Reading and Mathematics Achievement From Kindergarten Through Third Grade*. Doctoral dissertation, The Florida State University.

Zimmerman, D. E. (2006). *Financial Health and Positive Family Relations prepare children for school*. Doctoral dissertation, Capella University.

* No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

2005

Aikens, N., L. (2005). *Out-of-School and Within-School Influences on Socioeconomic Differences in Reading Trajectories*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Carreras, S. (2005). *Multiple Risk Factors for Academic and Behavior Problems at the Beginning of School*. Doctoral dissertation, Brandeis University.

Cheadle, J. (2005) *The Role of "Concerted Cultivation" in Childhood Academic Achievement Growth Processes: Class and Race Differences From Kindergarten Through Third Grade*. Doctoral dissertation, The Pennsylvania State University.

Condrón, D. (2005). *Stratification, Skill Grouping, and Learning to Read in First Grade*. Doctoral dissertation, The Ohio State University.

Farber, S. (2005). *The Space Between: Roles Parents Play in Their Children's Educational Success (or Non-success), Examining a Model of Parental Influence Across Family Race and Child Gender*. Doctoral dissertation, State University of New York at Buffalo.

Kainz, K. (2005). *Reading Development Trajectories From Kindergarten to Third Grade: Untangling the Effects From Child, Family, Classroom, and School Literacy Systems for Children Living in Poverty*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

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